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ABSTRACT

The curriculum manual is designed to develop positive and healthy sexuality for mentally impaired individuals. Information on goals, objectives, special notes, suggested vocabulary, suggested activities, and resources is presented for units in primary education (realistic body image, toilet habits, sex differences, families, emotional self and needs, growth and living things, the life cycle); intermediate education (physical changes and personal hygiene, menstruation, masturbation, reproduction, adolescent emotional changes, respect and privacy, individual differences, social interactions); and advanced education (authority; responsibility; decision making; rights, laws, and community awareness; self image; relationships; friendships; group social behavior; dating; sexual relations; marriage; independent living; smoking, alcohol, and drugs; venereal disease). Appended are a bibliography and a resource list of books, records, kits, films and filmstrips for students as well as resources for parents and staff. (CL)

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Life Education for Mentally Impaired Persons: A Curriculum Guide

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Acknowledgements

Acknowledgement must be made of the guide Social and Sexual Development: A Guide for Teachers of the Handicapped, Iowa, which served as a model for the unit outlines.

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Introduction

Curriculum Rationale

Agencies offer various services and training to individuals with mental impairments. Teaching a wide variety of daily living skills to individual clients is a necessary by-product of each agency, yet a significant gap often exists in developing social and sexual behaviors. Persons in schools, workshops, and community living facilities sometimes experience difficulties because of inappropriate behaviors. If agencies in fact are going to prepare individuals with mental impairments to live a life that is as independent and fulfilled as possible, these areas must not be neglected.

In addition, school personnel have expressed concerns in this area. Many parents have questions about their child's physical and sexual development. They have requested help teaching about strangers, inappropriate affection, relationships, menstruation, masturbation, the facts of life, etc. It is to the parents, the staff and, most important, the student that this curriculum is dedicated.

Objectives

As the title suggests, this manual is intended to supplement the school curriculum in preparing the student for life tasks. It concentrates on the development of positive and healthy sexuality. Sexuality is a pervasive part of one's personality. It is not limited to a certain act, time, or age. It is an expression of our humanness, encompassing such things as self concept, biological processes, relationships and emotions. This manual concentrates on the development of a positive and healthy sexuality. This includes increasing students' abilities to function independently and appropriately within the community, to make decisions and to become more responsible. Activities in the biological units are aimed towards developing an understanding of the human body and self care skills. This curriculum recognizes the importance of a good self concept, and therefore stresses good mental health practices, including the appropriate expression of emotions. Units are designed to teach students about their roles and responsibilities in familial, work and social relationships. The elements of making and keeping friends are also studied in these units. Throughout the curriculum responsibility, respect for oneself and others are stressed.

Curriculum Implementation

Parents are an important and necessary part of a child's successful development. This curriculum recognizes this and recommends parental involvement at every step. Since these activities should also be done at home, staff are encouraged to involve parents whenever possible by discussing units with them, inviting them to participate in or observe classroom discussions, and to review resources. Ideally, the school and home program should compliment one another. Therefore it is imperative that the parents' views are heard and that their values and rights are respected. This is to be done through:

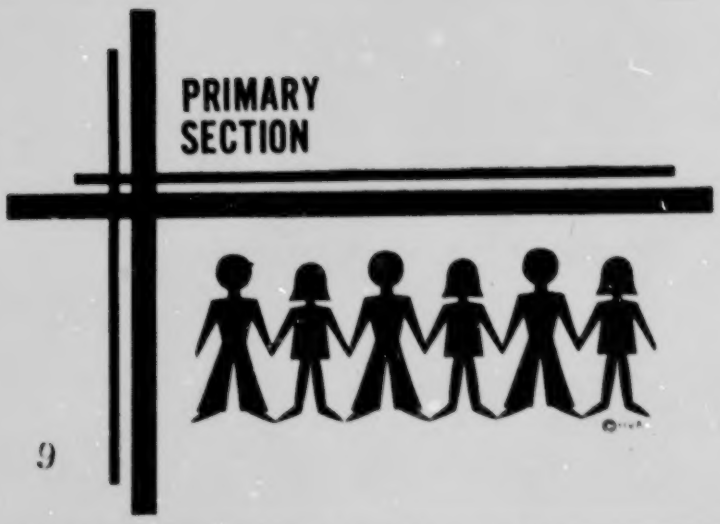
1. Parental awareness and education. Education about sexuality is a continuous process for both student and parent. Parents should understand the intent, content and materials for the units currently under study and be encouraged to participate.
2. Parental permission. Parent permission must be obtained before teaching those units that discuss the biological and physical aspects of sexuality and sexual relations. This should be done by meeting with the parents and receiving their written permission before proceeding.
3. Respect for parental values. If a parent does not want their child involved in a certain aspect of the curriculum that must be respected. Values differ among individuals and families. Care must be taken to adhere to the values that the parents have expressed.

This curriculum is specifically designed for the student functioning at or below the trainable level. Activities have been developed for the less verbal and less mobile student. It is an activity based curriculum that also includes goals, objectives and suggested resources.

The three age levels are intended only as guidelines. A classroom should be exposed to some activities for each of the units in their section. Staff should incorporate units from other sections to also meet student needs. Because of the great variance among students, an assessment of individual needs and readiness levels should be made. This will become the basis for deciding which activities should be utilized. No student should be introduced to subject matter that he is not ready for. This may mean that students within one classroom will be working on different activities. In the advanced section there may only be one student involved in a particular unit.

This curriculum is designed for staff to incorporate units into the classroom throughout the year. Staff should make efforts to use teachable moments to illustrate an objective or activity. Certain units may best be taught two or three times a week for several weeks. Some units should be taught in sexually segregated groups. Staff should feel comfortable utilizing other staff, parents, and community personnel as additional resources.

The goal of this curriculum is not to teach sex but to help students gain an understanding of human growth and relationships. In the end, no curriculum can guarantee happy individuals, appropriate sexuality or a positive self concept. However, without an opportunity to learn about the areas in this guide, students with mental retardation may become even more handicapped in their adjustments to others and the community. To aid in this adjustment and to help individuals develop a positive and healthy sexuality is the purpose of this guide.


PRIMARY
SECTION

Introduction

The units in the primary section are the basis for the more advanced sections, so it is important to lay a foundation of openness and understanding. Much of the success of this section depends on the staffs' attitudes as well as knowledge. Questions should be answered honestly, and all opinions should be respected. Since children are the products of their homes it is important to recognize that homes may differ greatly. Care should be taken not to idealize or favor one situation over another.

Primary age children are generally not interested in sex or reproduction. If questions arise they should be answered as simply as possible. Usually this will satisfy the child's curiosity. If this continues, staff should confer with parents as how to best handle this. Often these questions are percipitated by an event such as pregnancy, birth or observing sexual activities. Children can have anxiety about these occurrences so it is important to respond openly and sensitively.

Identifying oneself as a male or female is an important task of this age group, as is the development of self image and understanding body parts. Many opportunities will arise throughout the day for teaching these. Staff should be careful to model what they teach. Toilet training should be as discreet and private as possible. This not only teaches about privacy but also about appropriate behavior and self respect.

Students will also learn that they are members of larger wholes, families, classrooms and cities. They need instructions for getting along with others and their responsibilities as a group member. As they learn self-control they learn to appropriately express feelings and to recognize the needs of others. Activities are included to enable students to see themselves as members of groups with certain roles and expectations.

In this section, students are introduced to the concept of growth, its properties and to the cycle of life. They need to know that they and the others around them will grow and change. As they grow, new expectancies will be placed upon them. This discussion of growth and change forms the framework for some of the following sections.

Unit I

Realistic Body Image

Goal

To aid in the development of a positive self image through a realistic understanding of one's body.

Objectives

To be able to recognize body parts.
To name body parts.
To understand how parts of the body function.

Special notes

Vocabulary for the genital areas is listed. They should be matter of factly discussed with the other parts of the body when appropriate. If during activities children touch theirs or other's genital areas, they should be told that it is not polite to touch someone there and may make people uncomfortable.

Suggested vocabulary

mouth	nose	head	navel
eyes	hand	shoulder	scrotum
hair	leg	back	
ears	neck	finger	
breasts	penis	buttocks	
knee	stomach	toe	

Suggested activities

Play games and sing songs where children are to move or touch body parts such as the Sesame Street songs, "I've Got Two", "Rub Your Tummy", or "Everybody Wash".

When washing, dressing, eating, etc., mention the involved body parts.

Blindfold a child, touch a body part such as his hand and ask him to identify it by name or by touching another child on that part.

Ask questions such as: What do we do with our hands? What body parts do we use when we eat? On what parts do we wear mittens, shoes, etc.?

Using pictures (clay models or stick figures) of people in various positions, tell what part is involved or imitate the positions.

Suggested activities - continued

Make a body parts doll or face and put the doll together. Dress the doll.

Make a booklet of pictures of various positions and body parts.

Make a life-size outline of the student's body.

Discuss furniture and clothes telling what parts of the body are used in conjunction with them.

Name all the things you can do with each body part.

Draw figures with parts missing and have the students identify what is missing.

Describe a familiar person and have the children guess who it is.

Make a silhouette of the child's profile.

Have the children look in a mirror and at each other to discover the number of children with different colors of eyes, hair, etc.

Using paper, cut out face, eyes, hair, etc., of different colors; child selects eyes, hair that is the same as his own and makes his own image.

Have the children put paint on various parts of the body such as hands, nose, etc.

Have children make footprints, handprints, etc.

Resources

Books

Parent Teacher Guide to Sesame Street
Daily Sensorimotor Training Activities
Getting Acquainted With My World -
All About Me
All About You
Bodies - book and puzzle

Records

Sesame Street

Unit I - Realistic Body Image

Resources - continued

Kits

Frostig Program
Peabody Kit
Look and Do Body Movement Activity Cards
Look and Do Body Awareness Activity Cards
The Mouse House
Childcraft Dressing - Undressing Puzzle
DLM Body Parts Kits

Unit II

Toilet Habits

Goal

To gain independence in self care and socially appropriate skills related to toileting.

Objectives

To learn socially appropriate toilet habits.
To develop skill in independent use of toilet facilities.

Special notes

Because of the differences in use of the toilet between males and females, the teacher should be aware of the questions students might have regarding this. A matter-of-fact approach explaining the physical difference either individually or collectively would be best. Care should be taken to explain that both boys and girls have something with which to urinate, because students may have anxieties about this physical difference. They should be assured that this is the way all boys and girls are made.

Possible vocabulary

bathroom	stool
restroom	zipper
pants	soap
toilet paper	towel
toilet	underpants
flush	

Suggested activities

Use toilet training as a time to introduce (but not insist on) proper terminology.

See the toilet training section in the Monitor.

Discuss how to locate the restroom. Introduce various signs.

Role play finding the bathroom in a strange place.

Role play appropriate discussion concerning toileting. Example: in public, asking directions, notifying responsible adults.

Individually discuss wiping one's self after toileting.

Unit II - Toilet Habits

Resources

Books

MCEC Monitor
Toilet Training the Retarded Child
Teaching the Mentally Retarded for Ward Personnel
N.A.R.C. pamphlet on toilet training

Kits

Many of the Montessori techniques are helpful.
Hudson's Joey doll or a doll with genitals by Creative Playthings

Unit III

Differences Between Men and Women

Goal

To develop a recognition of differences between males and females.

Objectives

To be able to categorize persons as males or females.
To identify self as a male or female.

Special notes

In order to allow maximum development of potential, rigid sexual roles should not be forced on students. The staff should discuss over-lapping male and female roles. In the discussion of physical differences the staff may want to use pictures of nude children. Discretion should be used to decide if the sexes should be separated.

Suggested activities

Divide the class into sexually segregated groups. Ask them to discuss their differences and similarities. Do the same with pictures. Bring the two groups together and again discuss.

Collect pictures of people and sort them according to sex.

Have children tell what sex they and others are.

Discuss boys growing up to be men, girls to be women. Introduce words such as lady and gentleman. Have the children tell if they will be a man or a woman.

Take a trip to a department store with separate clothing sections for men and women or boys and girls. Notice the differences. Point out separate restrooms and stores along the way that are for one or both sexes. Example: barber shop, dress shop, shoe store.

Show children articles or clothes used by one sex or used by both. Discuss and separate them.

Add pictures of persons dressed in ways that make it difficult to determine their sex. Discuss that what we cannot see is what tells us if people are male or female. You may want to show pictures of unclothed babies, children, and adults. Look at the differences - they are what determine the sex, that is, the maleness or femaleness of a person.

Unit III - Differences Between Men and Women

Resources

Books

Bodies - puzzle and book
Girls are Girls and Boys are Boys
Free to Be You and Me

Any books or magazines that have appropriate pictures.

Kits

Peabody Kits
Childcraft Dressing and Undressing Puzzles

Unit IV

Families

Goal

For the student to see himself as a member of a family which has roles and relationships.

Objectives

To develop within the student an understanding of his own family unit.
To recognize and accept differences among families.

Special notes

It is important to remember that students may come from many different types of family units. Care should be taken not to assume the typical two parent family. Discussions of various living arrangements such as foster care, etc., would facilitate an acceptance of differences.

Suggested activities

Have students list who lives in their homes.

Decorate a bulletin board with pictures of students' families.

Make a family tree.

Make a picture mat of their neighborhood.

Use family pictures in other lesson areas such as speech and language.

Have children paste family photos on magazine pictures. For example, paste their mother's photo on a picture of a mother obtained from a magazine.

Have students interview a member of their family. The teacher may want to send home a list of questions to aid in the interview.

Center informal discussions around family life such as chores, trips, weekends, holidays, etc.

Discuss home chores that students do or could do.

Make a list of family duties for which a child may assume responsibility.

Unit IV - Families

Suggested activities - continued

Discuss feelings about their "family", having or not having siblings, living in a group home, etc.

Discuss ways in which human parents differ from animal parents in the care of their young.

Discuss the specific elements of a good family member.

Create a family situation, experience, or problem and demonstrate how this would be approached by various family members or the family as a whole in different cultures.

Make a list of various activities that a whole family may experience together.

Draw, color, or cut out pictures of home situations, e.g., mother caring for baby. They can also role play these.

Show pictures of various home appliances and activities such as a vacuum cleaner or washing the car. Ask students who performs this activity or uses this equipment in their families. Students could also paint a picture of that family member.

Compile a list of different vocations represented by children's parents or guardians. Have children draw or use magazine pictures so that the class can see and appreciate the variety of vocations represented.

Resources

Books

I Have Feelings
All About You
Getting Acquainted With My World
Free to Be You and Me - "Parents are People"
Sharing My World - ideas for staff to adapt

Record

Sesame Street record - "Five People in my Family"

Kits

Home and Family Picture Kit
Family Puppets

Unit IV - Families

Resources - continued

Film

Living and Growing

Unit V

Emotional Self and Needs

Goal

To enhance self concept through the awareness of emotional self and needs.

Objectives

To be aware of basic feelings.
To understand that people express a wide variety of feelings.
To express their feelings appropriately.

Special notes

A few activities are included on personal safety. Children can easily be sexually molested by adults, even familiar adults. They should be aware that people should not touch them in the genital area and that they should never go with or be affectionate to strangers. They should tell their parents or other adults if someone does touch or approach them.

Suggested vocabulary

happy	frustrated	jealous	proud
sad	surprised	hurt	
angry	scared	excited	

Suggested activities

For viewing and discussion. After looking at pictures of people, child tells his reactions, e.g., older person, hippie, baby, witch, doctor, police, disheveled, dirty child.

Child helps the one who has difficulty completing a task, e.g., folding paper, wiping table or floor, putting away materials, completing puzzles.

Structure situations so students will have to share.

Role play courtesies: getting along with peers, borrowing and returning an object, offering to help, and thanking others appropriately for help, etc.

During field trips, walks, etc., point out and discuss the different expectations and actions in various settings. Example: library - quiet, school gym - active, school yard - noisy, beach - active, etc.

Draw or cut out a picture of an imaginary playmate. Describe the good things about him/her. Include what he does, what he says and how he feels.

Unit V - Emotional Self and Needs

Suggested activities - continued

Have skits or role play experiences showing constructive and unacceptable ways of releasing emotions.

Have group discussions about common problems in the school (events where students may feel left out such as not going to therapy or not having their parents visit school).

Have a buddy or friendship day. You may want to exchange students of other classes.

Play games which require partnership. Example: bowling - one bowls, the other sets up the pins. London bridge - two are needed to form the bridge. commercial games requiring two or more players. Help students express their feelings about winning and losing.

Many times students can be victimized by adults. Given the following situations, ask students to discuss various ways of protecting themselves. Have students role play and practice what to do in these situations.

A. Going to and from school
B. Playing in the park or playground
C. Walking alone in an unfamiliar area
D. Other situations

Using empathy, help students label the feelings they are expressing. For example, "Are you feeling frustrated because you can't do that?" or "You're jealous because you would like attention too." This should be an ongoing process, never limited to a specific lesson.

Have students or staff make or draw mobiles or posters of people displaying emotions. Make faces in the mirror of these emotions.

Using pictures or masks have students act out a feeling or name it. The teacher can do this for the less mobile students.

Use a feeling song such as "If You're Happy and You Know It." You can change the verses to fit other feelings.

Make a booklet, board or poster of pictures, drawings or objects of the students' likes, dislikes, etc.

Role play appropriate expressions of feelings. The teacher may want to ask staff or parents to visit the room to provide opportunities for practice.

Role play a home or school situation such as: difficulty with a friend, being refused parental permission for some activity, losing. Afterwards, have students discuss their feelings.

Unit V - Emotional Self and Needs

Resources

Books

How Do You Feel
Sharing My World
I Have Feelings
All About Me
I Am Happy
Johnny Lion's Bad Day
Blackboard Bear
The Something
Alexander
What Mary Jo Shared
Quarreling Book
The Hating Book
The Tenth Good Thing About Barney

Records

Sesame Street
Free to Be You and Me
Hap Palmer

Kits

It Kit
DUSO Kit
Most Important Person
Understanding Our Feelings

Filmstrips

What Do You Think?
How Do You Feel?
Patch The Pony
Who's Afraid of the Big Bad Wolf?
Whatever Happened To Linda?
Death: A Natural Part of Living

Film

Meeting Strangers: Red Light, Green Light

Unit VI

Growth and Living Things

Goal

To differentiate between animate and inanimate objects and to develop an understanding of the growth process.

Objectives

To know some of the properties of living and non-living objects.
To know that living things grow in an orderly pattern with specific requirements for growth.

Suggested activities

Care for a live and artificial plant. Discuss the differences.

Sort cards of living and non-living objects. This can be used as a card game.

Play a game in which the students identify the contents of envelopes or boxes as to living or non-living.

Make a scrapebook of pictures of living and non-living things.

Take a walk in and outside of the building and point out those things that are living and non-living.

During classroom discussions mention whether objects are living or non-living.

Grow plants that seed and replant the seed to show the life cycle.

Plant seeds in plastic bags, jars or cups so students can see growth and all parts of the plants.

Subject plants to different growing conditions to show how this affects growth.

Take visits to farms and zoos.

Have the students bring in photos of themselves when they were younger.

Keep records of students' heights and weights. Compare these and photographs at intervals so students can see growth.

Unit VI - Growth and Living Things

Suggested activities - continued

Observe younger or older students and compare the differences in their abilities.

At the beginning of the school year, and at intervals thereafter, have child draw a picture or write his name. Save these so he may see his own growth in non-physical areas.

Develop a unit on requirements for growth such as food, sleep, medical care, etc.

Include a unit on hygiene.

Resources

Books

A Calf is Born
My Puppy is Born
Where Do Babies Come From
How Does a Garden Grow
All About Me

Kit

Most Important Person

Films

Human and Animal Beginnings
Fertilization and Birth
Happy Little Hamsters
Birth of Puppies
Let's Find Life
Living and Growing

Unit VII

The Life Cycle

Goal

To understand that the life cycle is a continuous process with specific stages.

Objectives

To know the steps in the life cycle: i.e., birth, childhood, adulthood, and death.

Suggested activities

Utilize appropriate activities from Unit VI.

Display and discuss the similarities and differences between animal babies and their parents.

Compare the amount of protection needed by various animals just after birth and when very young. Compare their need for protection and care with that of humans.

Have adults bring in pictures of themselves as children and discuss.

Maintain an acquarium to demonstrate the life cycle.

Take visits to a farm or zoo.

Discuss different behaviors which are expected at certain ages. A baby cries; a school-age child talks. A baby grabs; a school-age child asks politely.

Have pupils discuss and demonstrate what they can do that a baby cannot, e.g., working at workbench, handling equipment, etc.

Discuss how each child began, perhaps talking about the day he was born, what the family was doing. Example: It was warm and sunny....., what the family was doing, etc.

When it is appropriate, discuss birth and death including the emotions surrounding the event.

Resources

Books

A Calf is Born
My Puppy is Born
About Dying

Unit VII - The Life Cycle

Resources - continued

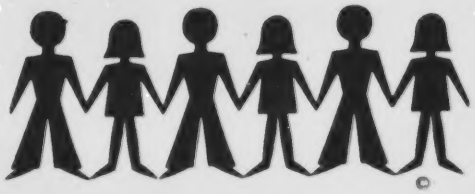
Books

Parent's Answer Book
My Grandfather Died Today
Did the Sun Shine Before You Were Born
Where Do Babies Come From

Films

Living and Growing
How Does a Garden Grow

INTERMEDIATE
SECTION



Introduction

This section is designed to be used with students approximately ages 9-13. The emphasis is on getting along with others, hygiene and understanding of body changes. Through the use of modeling, role playing, class discussions and other activities, staff can develop students' abilities to control their feelings, get along with others and maintain friendships. Hygiene activities are geared toward greater independence in self care and an understanding of one's responsibility for his own appearance. Students should be encouraged to use mirrors to evaluate their appearances. Furthermore, students should understand that their bodies are changing and that these changes are signs of growing up.

Since one of the goals of this section is to encourage students to ask questions and to communicate with adults about concerns and experiences, it is important to answer questions honestly. Classroom personnel should develop this type of atmosphere by matter-of-factly providing information, obtaining feedback and being sensitive to students' concerns. Classes should be sexually segregated when physical changes are discussed. Students should be made to understand that the reason for this segregation is not because the physical is dirty or bad but that discussing certain subjects, just like going to the bathroom, is something we don't do in mixed company. It can be added that discussing such personal subjects sometimes makes others uncomfortable. Staff should develop their own comfort level in this subject. They may want to utilize another staff member to help with a specific topic or student.

Parents and guardians are an integral part of the success of this program. According to state law, parents may exclude their children from classes in which the subject of sex hygiene is discussed. Staff will be asked to discuss the curriculum at the annual review with parents and obtain their permission to proceed. When this has not occurred parents will be sent a letter explaining the program and requesting their signature. In addition, staff may want to include parents in sessions and discuss specific topics with them. Often the question of values and morals will arise. While everyone responds from his own orientation, it is important for staff to try to remain as objective as possible while respecting the rights and wishes of parents and students. Staff should confer with other personnel such as the social worker, psychologist or administrator when they have concerns in these areas.

With some students, questions regarding reproductions may arise. Staff should answer them as simply as possible. Some students may need more information and this could be handled individually.

Unit VII

Physical Changes and Personal Hygiene

Goal

To help students understand and cope with the physical changes that will occur as they enter adolescence.

Objectives

To develop an understanding of changes within the body.
To increase self care skills relative to these changes.

Special notes

Parents should be informed of all aspects of this section prior to its introduction. This section should be taught in sexually segregated classes, though students should have a basic understanding of the changes in the opposite sex. It is important for the teacher to remind students that many of the topics in this unit are personal and private; therefore, they should not be openly discussed.

Suggested activities for both groups

Review body image unit in the primary section.

Discuss with students the concept that they are all growing towards adulthood. Discuss what that means in terms of size, privileges, behaviors, interests and responsibilities.

Display clothed pictures of persons in various stages of development.

Discuss with students the differences between themselves and students in an older or younger classroom. Use the teacher or other staff as examples of adults.

Suggested activities for females

Prepare them for changes in shape which will occur such as breasts developing and hips widening by discussing these physiological changes. It should be stressed that these changes are normal and a sign of becoming a woman.

Make sure students understand the differences between a girl and a woman. Becoming a woman also includes certain privileges such as later bedtime, make up, etc.

Use pictures of nude and clothed women at various stages of development. Point out the variations in shape, mentioning that all girls will develop and be shaped differently.

Make a bulletin board, collage or scrapbook of women. Discuss in terms of shape, dress, and students' preferences.

Unit VIII - Physical Changes and Personal Hygiene

Suggested activities for females - continued

Make a scrapbook of students' pictures at various ages and possibly include what they would like to look like in the future.

Explain that developing breasts is a natural part of growing up. Stress that just as people are different sizes, so are breasts. Use pictures.

Discuss signs of breast development, include the various stages. Use illustrations.

You may want to use pictures of animals nursing as an example of the purpose of breast development. However, be careful that the student does not become confused, thinking she should or will be nursing.

Discuss and demonstrate more adult clothing and the wearing of bras. Girls should understand that they cannot show their breasts in public and should not wear clothing that is too tight or provocative. Discuss modesty.

Discuss the growth of body hair under the arms, in the pubic area and on the legs. Compare this with boys growing facial hair.

Some students may need information and instruction on the shaving of these areas. (Parental consent suggested)

Point out that boys' voices will deepen and so may theirs. Use a tape recorder to compare and practice a pleasant sounding voice.

Discuss the development of acne and pimples as a normal part of growing up. Reassure students that there are varying degrees of acne and that it will eventually disappear. Include a discussion of the need for cleanliness.

Display and demonstrate the use of various cleansing and facial products, including make up.

Discuss advertising, its appeal, and whether the products are necessary.

Discuss good health habits and products including bathing and the use of deodorants. Make a scrapbook of these.

Give students a list of physical changes. Ask them to circle those that occur in females.

On a picture of a female have students circle those areas that will change.

Suggested activities for males

Discuss the changes that will take place such as the broadening of shoulders, development of large muscles, increase in height, etc. This is normal and a sign of becoming a man.

Suggested activities for males - continued

Discuss what becoming a man means, such as increased responsibilities and privileges, and more adult activities.

Display pictures of men in various stages of development. Compare them with their own development.

Draw or cut out pictures of adults and indicate how they are different.

Make a scrapbook of different ages. Use pictures of the students or pictures from magazines. Compare and discuss appearances, clothes and activities.

Discuss the growth of body hair. Emphasize this is normal and will be different for each student. Hair will also become darker and coarser as they grow.

Draw or color in pictures where body hair will grow.

Discuss and demonstrate shaving techniques and products. Make a collage or display.

Discuss the sensitivity of the penis to touch and the resulting feelings. Explain that when touched it may become larger and harder. This is called an erection.

See unit on masturbation.

Emphasize the fact that an erection is a normal experience and can happen at different times such as in bed, in the shower or at school. When this happens it should be kept private.

Discuss indecent exposure or open masturbation and the law.

Discuss any slang terms that the student might know for wet dreams.

Explain that a wet dream is the automatic release of semen while he is asleep and that it usually is accompanied by an erotic dream. Explain that it is normal for men who are not having regular intercourse or masturbating.

Discuss any myths the students may have about wet dreams.

Some students may need to be reassured about variations in penis size.

Discuss the changes that occur in the male voice and make tape recordings.

Discuss changes in skin tone and texture. Explain pimples and acne as the body's reaction to physical changes. Stress the importance of cleanliness and good health habits.

Unit VIII - Physical Changes and Personal Hygiene

Suggested activities for males - continued

Make a display or scrapbook of good hygiene and product use, including bathing and using a deodorant. Demonstrate various products. Compare price and use. Discuss the affect of advertising.

Give students a list of physical changes. Ask them to circle those that occur in males.

On a picture of a male have students circle those areas that will change.

Resources

Magazines and clothing catalogues are a good source of pictures.

Books

Bodies
Facts About Sex
Where Do Babies Come From?

Kits

Human Sexuality Portfolio
Most Important Person
Project More, Daily Living Skills

Filmstrips

About Sex and Growing Up
Becoming a Man and Becoming a Woman
Care of the Teeth
Health Guidance in Family Living and Sex Education
The Problem Acne
Self Care - Female
Self Care - Male
Teaching Good Behavior and Personal Hygiene to the Retarded Adolescent
The Skin You Live In
There's A New You Comin'

Unit IX

Menstruation

Goal

To prepare females for the onset of menstruation.

Objectives

To develop an awareness of what will take place.
To decrease any anxiety the student may have about menstruation.
To teach proper care, cleanliness and behavior during the menstrual period.

Special notes

Parent permission or awareness prior to introduction of this subject should be obtained. Close co-operation between home and school is very important. Staff may want to invite parents in for individual or group sessions. Care should be taken to approach this in a very positive manner and to minimize discomforts.

Suggested vocabulary

cramps	Tampax	Kotex
pad	discharge	period
napkin	belt	

Suggested activities

Review body parts.

Explain to students that in a short time they will have a discharge of blood from an opening within the area where they urinate.

Discuss with students the idea that this is normal for all females and a sign of their growing up. Reassure that this is not harmful or painful. Respond to any myths students may have heard.

Discuss possible symptoms before onset such as breast swelling, stomach cramps, headaches, backache, changes in feelings.

Discuss the cycle of menstruation. Use calendars and develop charts.

Discuss the flow of a normal period (spotty - heavy - spotty - stop). Make charts, simulate used napkins, and discuss individually and in groups. Make sure students can differentiate between heavy, light and spotty.

Unit IX - Menstruation

Suggested activities - continued

Have students examine clean pad.

Use commercial demonstration kit.

Discuss with mother what type of pad she will be using and work with her daughter on the use of that pad.

Demonstrate and have the student practice putting on, taking off and disposing of napkin. (Encourage mothers to demonstrate or model under realistic conditions.)

Have students practice wearing the pad either at home or school.

Cut out pictures in magazines of napkins or their packages.

Discuss with students various places to purchase sanitary pads (grocery stores, drug stores, vending machines, etc.)

Discuss the importance of frequent changing of pad and washing of area.

Demonstrate by using simulated pads when they should be changed, i.e., saturation and odor.

Point out to students that there are different receptacles in public restrooms for used napkins.

Practice disposing of pads.

Demonstrate washing the genital area using models such as mother showing child while bathing.

Discuss with students the importance of clean under clothing.

Demonstrate and have students use various bath powders and colognes.

Reassure students that normal activities may be continued during this time. Because we are recommending the use of pads, some activities may have to stop such as swimming.

Encourage students to tell parents, teachers or other adults of any vaginal discharge and stress the importance of urgency.

Explain to students that this is a private matter and should not be discussed with everyone. Identify those persons who would need to know about an individual student's period.

Unit IX - Menstruation

Resources

Book

Puberty in the Girl Who is Retarded

Kits

Educational Material on Menstruation
Human Sexuality Portfolio

Filmstrips

Teaching Good Behavior and Personal Hygiene to the Retarded Adolescent
There's a New You Comin'

Unit X

Masturbation

Goal

To develop an understanding of masturbation and the accompanying appropriate behaviors.

Objectives

To understand masturbation as a normal experience which is not physically harmful.
To demonstrate socially acceptable behavior regarding masturbation.
To be aware of values, attitudes, and myths concerning masturbation.
To develop good genital hygiene habits relative to these activities.

Special notes

This subject matter should not be introduced until this behavior has been exhibited or the parents have requested help with this. In either case, the teacher should review the unit with the parents or guardians and obtain their permission to proceed. Because of religious or other reasons, some parents may object to all or parts of this unit. In that case, their rights must be respected. However, if the behavior is a problem in the classroom or home, the teacher should suggest home activities and refer the parents to supportive personnel for help with them.

Instruction should be individual or in sexually segregated small groups. It should be noted that although masturbation is more frequently evidenced in males, females also engage in it. Current research indicates masturbation is a normal process throughout life. It is considered a problem when it interferes with other activities. For some retarded youth and adults, it may be their main or only outlet for physical expression of their sexual impulses. If it does not interfere with other activities, is done privately and voluntarily, that is for pleasure and not self punishment, and it is not objected to by the parents, it should be considered normal and respected.

Suggested vocabulary

erection	genitals
semen	penis

Suggested activities

Explain that masturbation is the stimulation of the sex organs for sexual pleasure and that the reason people do it is because it feels good. Assure the student that many males and females do masturbate and that it is nothing to feel bad or guilty about as long as it is done in private.

Unit X - Masturbation

Suggested activities - continued

Explain that a person may feel like masturbating for several reasons such as boredom, nervousness, or sexual excitement. Explain that a person must learn to control sexual feelings just as he must learn to control feelings of anger, or the desire to hit someone. Discuss some activities which could be substituted for masturbation.

Discuss appropriate places to masturbate such as in the privacy of the student's bedroom or the bathroom.

With males, discuss proper penial care which includes care of the uncircumcised penis and proper health habits after ejaculation. With femals, discuss care of the genital area and stress that they should not put anything in their vagina.

Resources

Books

A Father Talks to His Son
Love, Sex, and Birth Control for the Mentally Retarded
Personal Growth and Human Relations: A Curriculum Guide for Persons With Developmental Disabilities
Sex Education and the Mentally Retarded, A Community Approach
Social and Sexual Development, A Guide for Teachers of the Handicapped

Kit

Human Sexuality Portfolio

Films

As Boys Grow
Especially for Boys
Then One Year

Unit XI

Reproduction

Goal

To develop a beginning understanding of the reproductive process.

Objectives

To understand that in order to reproduce it takes both a make and a female.
To understand that organisms reproduce in their own likeness.
To be aware that reproduction is a normal and orderly process in all living beings.

Special notes

Parental permission is required for the last two activities.

Suggested activities

Explain that in order for an animal or human to reproduce it requires both a mother and a father, i.e., male and female.

Have students cut out pictures of both sexes of animals and humans.

Display pictures of animal and human families including those of the students.

Have students match up pictures of members of animal and human families to demonstrate the concept of like reproducing like.

Have students identify animals which do not belong in a family group, for example, a dog with cats.

Use animals in the classroom such as hamsters and fish that may reproduce. Discuss.

Use films showing birth of animals.

Show pictures of pregnant women and discuss in general terms what pregnancy is. If students ask, mention that pregnancy or a baby is started when a husband (man) puts his penis into his wife's (woman's) vagina. This is called intercourse or making love. The teacher may want to add that this is only done when two people are very mature and able to care for a child.

Discuss in general terms that the baby grows within the mother's body in a special place called a womb or uterus. When it has grown enough it comes out through a special opening called the vagina. This is called birth when the baby is born. It is usually done in a hospital.

Unit XI - Reproduction

Resources

Books

Did The Sun Shine Before You Were Born
Growing Story
Let's Make Sex A Household Word
Making Babies
Social and Sexual Development
The Secret World of The Baby
Teacher's Guide to Sex Education for Persons With Disabilities That Hinder Learning
That New Baby
Where Do Babies Come From

Kits

Animal Families
Home and Family

Films

Happy Little Hamsters
The Birth of Puppies

Unit XII

Adolescent Emotional Changes

Goal

To prepare students for the emotional changes experienced during adolescence and to help them develop appropriate means for expressing emotions.

Objectives

To label emotions.
To appropriately express emotions.

Special notes

The teacher is an important resource. During the school day label your feelings and those of others. Be a good model, and use teachable moments.

Suggested activities

Make bulletin boards, collages or scrapbooks with pictures of people expressing a wide range of emotions.

Make scrapbooks or collages of pictures of objects, foods and activities representing students' likes and dislikes. Discuss the differences between students.

Discuss various feeling words and their meanings. Have students act out, paint or use masks to express feelings. Stress that everyone has feelings.

Have students list, draw or discuss situations when they were angry, happy, etc.

Use open ended stories as a springboard for discussing appropriate expression.

Discuss with students how their feelings and behaviors change as they grow older. Take a situation and discuss how a baby, student or an adult would react to it.

Discuss methods of handling various feelings.

List or cut out pictures of appropriate and inappropriate expressions of feelings.

Ask students to tell or act out how they know another person's feelings. What would they do if someone were angry, sad, etc.

Role play situations such as receiving a gift, losing at a game, or being mad at a friend.

Unit XVI - Adolescent Emotional Changes

Resources

Books

All About Me
All About Me, Myself and I
All About You
How Do You Feel
I Am Happy

Kits

DUSO
It Kit
Many Faces of Children
Many Faces of Youth
Moods and Emotions
Peabody Kit
Toward Affective Development
Understanding Our Feelings

Filmstrips

Becoming Yourself
How Do You Feel
Me, Myself and I
Open Ended Stories

Film

Learning from Disappointments

Unit XIII

Respect and Privacy

Goal

To develop respect for privacy and the rights of others.

Objectives

To teach the concepts of ownership, respect for property and the rights of others.
To instill respect for each person's right to privacy.

Special notes

It is important for the teacher to model and discuss the concept that our bodies are also private property. We do not touch others without their permission, and we do not let people touch us unless we want them to.

Suggested activities

Discuss with students the concept of ownership.

Have students identify objects or areas within the classroom that are their own.

Have students identify objects or areas within the classroom that belong to others and those that are common property.

Have students tour the building or take field trips pointing out ownership of property.

Have students talk about objects that belong to each member of their family and why.

Teacher and aide appropriately model respect for others' property.

Set up situations which require students to get permission from others to use their property.

Have students discuss why owners might refuse to let them use their property.

Have students role play how to appropriately say "no". Include what to do if someone persists.

Model and have students act out how to properly use another person's property.

Display pictures depicting the right and the wrong use of another's property.

Unit XIII - Respect and Privacy

Suggested activities - continued

Discuss with students how they would feel if someone destroyed their property or they destroyed another person's property. (Act out or tell.)

Play games involving the sharing of property.

Ask students what it means to be alone.

Discuss with students an activity that they might do by themselves.

Discuss with students activities that must be done alone. (i.e., toileting, bathing, etc.)

Discuss with students the reasons why they might want to be left alone.

Have students name different places where they would be able to be by themselves (bathroom, bedroom, etc.).

Have students cut out or color pictures showing areas where they can be alone or showing one person by himself or various activities that can be done alone.

Discuss with students how they behave when they are alone.

Teacher can create a privacy area within the room (label area).

Teach students through role play and teachable moments how to tell someone that they want to be alone, to recognize when someone wants privacy, and how to respond to it.

Teach students to knock on closed doors before entering.

Discuss situations when they cannot be alone.

Resources

Filmstrip

Me, Myself and I

Film

Am I Dependable

Unit XIV

Individual Differences

Goal

To increase awareness, acceptance, and appreciation of individual differences.

Objectives

To accept a person's right to his own feelings and opinions.
To recognize that individuals differ both behaviorally and physically.
To recognize similarities among all people.

Suggested activities

Cut out, color or draw people of differing sizes, shapes, ages, nationalities, etc. Discuss their similarities and differences.

Have students list the similarities and differences between themselves. Discuss who is tallest, smallest, in the middle, etc.

Match students and pictures by characteristics such as eye or hair color.

Discuss different countries and ethnic groups. Invite representatives from these groups.

Discuss pictures of different dress, religious, life styles, and customs. Discuss and prepare different foods.

Use holidays as a time to compare methods of celebrating.

Have students list, draw, or cut out their likes and dislikes such as foods, toys, clothes, cars and activities. Discuss and compare their choices.

Create an exhibit of students' hobbies and interests.

Use stories or situations which have no right or wrong answer to discuss the differences in values, opinions and choices.

Have students role play how they would solve a problem. Compare these.

Resources

Books

I Am Happy
All About Me, Myself and I

Unit XIV - Individual Differences

Resources - continued

Kits

Free to be You and Me
It Kit
The Mouse House
Most Important Person
Many Faces of Youth
Many Faces of Children
Lifeline Values Education Cards
Toward Affective Development

Filmstrips

Becoming Yourself
How Do You Feel
Me, Myself and I
Open Ended Stories

Unit XV

Social Interaction

Goal

To develop an awareness of social interactions and appropriate ways of interacting within these groups.

Objectives

To be able to differentiate various social groups.
To understand that membership in a group has certain rights and responsibilities.
To understand the different types of friendships and their characteristics.

Special notes

Since the family is the primary unit of social interaction, it is included in these activities. The teacher should remember that all families differ greatly in composition, values and life styles.

Suggested activities

Ask students to bring in pictures of their families or cut out magazine pictures to make a family picture. Have students discuss each member and compare with one another.

Have students draw or color pictures of their families.

Develop word or picture cards of family members. Match, sort and play games with these.

Ask students to role play family members or act out family situations such as mealtime, chores, watching television or visiting friends.

Have students identify roles and responsibilities of each family member including themselves.

Ask family members to visit the classroom. Encourage them to talk with the class about their role in the family.

Color, cut out or display pictures of various relationships in addition to family. These may include love, friendship, pets, school, etc. Discuss these in terms of the students' own experiences.

Discuss what a friend is. Examples, someone who will not hurt you, someone you like and who likes you, someone to do things with.

Cut out pictures or list activities friends can do together.

Unit XV - Social Interaction

Suggested activities - continued

Have students tell about their friends and things they have done with them.

Read stories about friendships and discuss.

Role play activities to do with friends.

List and discuss the qualities of a friend and why people do or do not like us. Role play these behaviors.

Help students recognize their own personality traits that affect friendships. Discuss those traits that can be changed and those that cannot.

Have students identify various groups and the responsibilities of the leader and members. Discuss the groups they belong to such as class, team, church.

Set up activities which require a group effort.

Discuss what would happen if each person had wanted to do something different or the same thing at once. Relate this to common activities such as field trips, swimming or shop.

Establish classroom responsibilities such as erasing the board, delivering messages or passing papers. Change these periodically.

Discuss what happens when a job is not done.

During activities, give students the opportunity to be the leader.

Discuss what happens when students encourage others to be inappropriate.

Cut out, color or display social situations, such as church, a party or a picnic. Use a variety of them and discuss the differences such as behavior, dress, manners, etc.

Have students make a scrap or note book of the different expectancies for a situation. Included would be areas such as clothing, manners, and how they would behave.

Have students role play situations such as behavior at work versus a party.

Resources

Books

All About Me
Sharing My World

Unit XV - Social Interaction

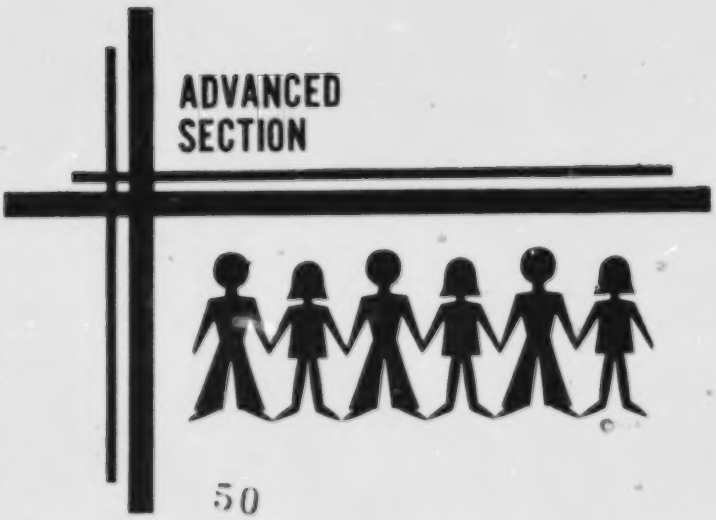
Resources - continued

Kits

DUSO Kit
Home and Family
It Kit
Mouse House
Toward Affective Development

Filmstrips

Becoming Yourself
How Do You Feel
Open Ended Stories
Me, Myself and I


ADVANCED
SECTION

Introduction

The ultimate goal of this section is to enhance students' efforts toward maturity and the achievement of as much independence as possible. Efforts should be directed toward helping students learn how to make responsible decisions. Interpersonal skills are stressed, as well as an understanding of the larger community. Sexuality is viewed in terms of students' responsibilities to themselves and others.

Though many of the students will physically and legally be adults, there will be a wide range of developmental maturity. Many topics relating to sexuality will not be discussed with the majority of students. Staff must carefully evaluate each student's level of maturity and sexual activity before proceeding with activities. In some cases, referral will be made to an appropriate counselor in these areas. Staff should also read the introduction to the intermediate section for a discussion of parents' rights and values.

The first five units in this section are purposely fragmented so that students and staff can work on each component separately. The goal is to develop each student's level of self control, responsibility and awareness of their relationship with others in the community. In order to encourage responsible behavior, decision making, and age appropriate behavior, opportunities to use these skills should be provided. Students can be included in decisions regarding them and their classroom. While age appropriate behavior is developmental, it is not impossible. Since students are growing up, they should demonstrate adult-like behavior as much as possible. Discussions using staff as models will reinforce this. Sections are also included on independent living and marriage. The purpose is to help students make decisions by providing information and realistic appraisal of these arrangements and the skills they possess. Close cooperation with the parents is essential in helping the students make these decisions.

Unit XVI

Authority

Goal

To understand that authority and self control are necessary.

Objectives

To understand the meaning of authority.
To understand why authority is necessary.
To consider the consequences of failure to comply with authority.
To increase self control.

Special notes

Begin the lesson with a good definition of authority. It is important for the student to realize, if he or she is capable, that the consequences for not complying with authority vary. In some situations the consequences may be severe, and in others there may be none or limited consequences.

Suggested activities

Discuss rules and how they help us.

Discuss how people in authority help people.

Have students imagine what it would be like without authority figures such as a policeman, lifeguard, umpire, etc., or rules.

List several authority figures such as teacher, policeperson, parent, etc., or make a collage of their pictures.

Have an authority figure come in as a guest speaker.

Have a group discussion or present a skit which will focus on the consequences of not complying with authority.

Discuss or draw situations where the students have or could have exercised authority such as taking care of a younger child.

Conduct class meetings or projects as a good learning opportunity.

Discuss students' responsibility for complying with routines and rules.

Resources

Books

My Legal Rights
You and the Law

Unit XVI - Authority

Resources - continued

Kit

Law: You, the Police and Justice

Unit XVII

Responsibility

Goal

To understand the relationship between becoming an adult and increased responsibilities.

Objectives

To understand the meaning of responsibility.
To understand that all people have responsibilities of various degrees.
To consider the implications of choosing not to fulfill a responsibility.

Special notes

Begin the lesson with a definition of responsibility that the student will understand. The teacher may want to use the film, Am I Dependable, as a springboard for group discussion.

Suggested activities

Have students cut out magazine pictures of people performing responsible tasks.

List types of responsibilities such as responsibility to self, family, friends, etc. Discuss what this means such as taking good care of oneself or not embarrassing one's family.

Have students list individual responsibilities either at home or at school.

Discuss responsibilities of various roles such as parent, teacher, bus driver, etc.

Have students discuss their feelings about responsibility and the idea of changing or increasing responsibilities as they become an adult. Compare this to a child's responsibilities.

Role play a family or group member who shrugs his or her responsibilities.

Give the students a responsibility that they can complete successfully such as going to the office. Point out to the student the positive aspects of being a dependable person such as being praised or being asked to perform a certain task again.

Resources

Books

On Your Own
Open Ended Stories

Unit XVII - Responsibility

Resources - continued

Kits

Deciding for Myself
Lifeline Values Education Cards
Reaching the Age of Responsibility

Filmstrip

Me, Myself and I

Films

Am I Dependable
Sense of Responsibility

Unit XVIII

Decision Making

Goal

To help students think for themselves, consider others, and to be aware of the consequences of their acts.

Objectives

To make students aware that they do have many opportunities to think for themselves.
To prepare students for times when they must think for themselves.
To demonstrate that often others are involved in and affected by decisions we make.

Special notes

Teacher should make an effort to notify parents when this section is taught and should make an effort to encourage parents to follow through on activities at home. Teacher should make use of classroom situations to reinforce this unit.

Suggested activities

Ask students how many of them decide such things as what they wear to school, what they eat for breakfast, etc.

Have a brainstorming session where students can list situations where others did the thinking for them, situations allowing them to think for themselves, situations when they must think for others.

Discuss why we need to think of others when we make decisions.

Create three situations involving decision making. In the first situation give students a choice of one of three activities. In the second give students complete freedom to choose any activity they want. In the third, have the students choose two other students, and the three must decide on an activity. Discuss.

Create a situation in the classroom where students must make decisions such as eating lunch in their room or going to the cafeteria.

Simulate through role play or stories situations where students must make decisions.

Resources

Books

About Me
On Your Own - Lifestyles 70's

Unit XVIII - Decision Making

Resources - continued

Kits

Deciding for Myself
DUSO
Lifeline Values Education Cards
Reaching the Age of Responsibility

Filmstrip

Me, Myself and I

Film

Summerplay

Unit XIX

Rights, Laws, and Community Awareness

Goal

To help students become aware of their rights as citizens and to introduce them to the various social agencies in the community.

Objectives

To make students aware of their civil, legal and individual rights.
To familiarize students with the various social agencies in their community and the services they provide.

Suggested activities

Have a class discussion on the right to vote, why people vote and the procedure used to vote.

Discuss other rights such as the right to free speech, right to legal counsel, right to police protection, right to bear arms, etc. Make posters of these rights in daily life.

Explain to the students that the government has a responsibility to protect the rights of the citizens and that citizens in turn have a responsibility to obey the laws of the government.

List laws that students know about. Add laws for special situations such as driving and drinking.

Discuss police shows in terms of realistic portrayal of situations and students' reactions to them.

Have students make a list of all the problems they might encounter as an adult whether single, married or in a group home.

List all of the services that are available in Monroe County that can help students with problems they might encounter.

Role play the process of contacting an agency, explaining their problem and asking for help.

Invite speakers from the various agencies.

Take a field trip to places such as the bank, police station or library.

Unit XIX - Rights, Laws, and Community Awareness

Resources

Books

My Legal Rights - Lifestyles 70's
You and the Law

Kit

Law: You, the Police and Justice

Films

Why We Have Laws: Shiver, Gobble and Snore
Why We Have Taxes [redacted]

Unit XX

Self Image

Goal

To further enhance students' sense of self worth which can be incorporated into their daily living.

Objectives

To make students aware of the fact that they are unique persons.
To help students gain insight into abilities that they may possess.
To help students recognize realistic goals.
To understand what the phrase "mentally-physically handicapped" means and how it relates to themselves.

Special notes

Teacher should make an effort to notify parents when this section is taught and to encourage parents to follow through on activities at home.

The development of self respect on the part of a student does not result from participation in a particular unit of instruction; rather it is influenced by the teacher's methods and the experiences of the student in and out of school over a period of time.

Accept that students may have questions about mental retardation. Be open to them. Identify those characteristics that they have in common with other people.

In discussing retardation with the students it is important to emphasize that all people have many facets to their personalities. One facet of their personality is the fact that they possess some characteristics that are used to describe mental impairment. Discuss these characteristics with the students and point out to them that in order to know themselves they must accept this part of themselves. When students are capable of incorporating all of the parts of their personalities they will be more capable of developing a healthy and realistic self concept.

Suggested activities

Have students make an ALL ABOUT ME scrapbook.

Have students make fingerprints and voice prints.

Explain the unique character of each and how they can be used for identification purposes because no two are exactly alike.

Suggested activities - continued

Ask students to make an outline of their bodies on large pieces of paper and have them compare these to the images they see in a mirror.

Have students "look into the future" and ask how they see themselves. Discuss whether these goals are realistic.

Design tasks for students which are relevant and which they can complete successfully.

Discuss individual differences. Mention that everyone is different. Some people are good at sports, others are good at fixing things, etc. Ask students what kinds of things they or others do well. These may be very simple things. Ask students what the term "mentally-physically handicapped" means and what it means to them. (see special notes)

Resources

Books

All About Me
All About Me, Myself and I
Sharing My World

Kits

It Kit
The Mouse House
Towards Affective Development

Film

About Me

Unit XXI

Relationships

Goal

To help students understand various types of relationships.

Objectives

To understand that people form many different types of relationships.
To understand that all people have relationships with others.
To become aware of why we need relationships.

Special notes

Review Social Interactions Unit.

Suggested activities

List, cut out or draw pictures depicting the various types of relationships that people can have such as family, friends, marital, business, educational and social.

Role play different types of relationships.

Have students discuss how their lives would be changed without various relationships, such as what it would be like without friends, brothers, sisters, etc.

Discuss termination of relationships through such things as moving from one area to another, divorce, death, etc.

Discuss what they feel when a relationship is terminated.

Show pictures of people and talk about all the possible relationships they could have.

Distinguish between people we know (have a relationship with) and strangers.

Resources

Books

About Dying
My Grandpa Died Today
Sharing My World

Unit XXI - Relationships

Resources - continued

Kit

It Kit

Filmstrip

Me, Myself and I

Unit XXII

Friendships

Goal

To develop a more mature understanding of the importance of friendships and to teach the art of making and keeping friends.

Objectives

To establish a meaningful definition of friendship.
To explore the qualities of friends.

Suggested activities

Have students define what a friend is.

Discuss the characteristics of a friend and ask individual students to tell about one of their friends.

Discuss why it is more desirable to have friends one's own age rather than younger or older.

Discuss the needs for friendships and intimacy with peers. Mention the fact that close relationships can include feelings of love, anger and jealousy.

Discuss such questions as: Do you think it is better to have one friend or many? Do you think it is easy to make friends? Do you always do what your friends do? Can a person be a friend to several people?

Discuss some attitudes and behaviors which help to make and keep friends, such as being friendly, honest, dependable. Also, discuss some attitudes and behaviors which hinder making and keeping friends. Practice some of these.

Have a special friend day. Have students invite a friend to sit with them at lunch or participate in some other activity.

Resources

Books

Family Living Program
Sharing My World

Unit XXII - Friendships

Resources - continued

Kit

It Kit

Filmstrips

Becoming Yourself
Me, Myself and I
Open Ended Stories

Film

Crying Red Giant

Unit XXIII

Group Social Behavior

Goal

To teach socially acceptable behavior and to encourage desirable group behavior with little or no supervision.

Objectives

To teach social behavior including dress, manners, and methods of group behavior.
To teach selection of desirable companions.
To equip students to make correct decisions in social situations.
To teach students not to approach strangers and what to do if they are approached.
To teach young men that it is not proper to select young boys as play partners.
To teach the appropriateness of physical expression in a group.

Special notes

Teacher should recognize that many students will never go beyond group activities. It is important for students to feel comfortable with this. Boy-girl relationships and dating should not be overemphasized.

Teachers should be aware of the behaviors they are modeling and encouraging for students.

Suggested activities

Discuss and role play proper ways to greet people in social situations.

Discuss the importance of good manners at a social gathering.

Have students invite another classroom for a small party. Discuss how to be a good host or hostess. (This is a good activity to teach the elements of planning a group activity from how to invite someone to how to entertain and be a good host or hostess.)

Discuss appropriate and inappropriate gestures of affection to members of the opposite sex in public.

Role play acceptable ways of showing approval or attraction to members of the opposite sex.

Discuss, role play and reinforce proper interaction with members of the opposite sex.

Unit XXIII - Group Social Behavior

Suggested activities - continued

Discuss what a social gathering is and some proper methods of behavior such as keeping dresses down, keeping buttons and zippers fastened, etc.

Discuss the fact that students should refrain from playing with children much younger than themselves.

Discuss and role play the importance of students avoiding strangers who are attempting to be friendly with them and what they should do if they are approached by a stranger. Role play these situations.

Discuss with students how to protect themselves from sexual abuse. Methods include refusing to talk to strangers and refusing to accept rides or gifts from strangers. Role play the correct response or make a game of choosing how to respond.

Discuss with students what they should do if they are misused sexually or are about to be misused. Stress the importance of telling someone in authority.

Discuss homosexuality and that someone of the same sex can also abuse you. Stress the fact that it is against the law to openly solicit a sex partner for a homosexual encounter.

Invite someone in from the police department to talk about sexuality and the law.

Resources

Book

Love, Sex and Birth Control for the Mentally Retarded

Filmstrip

Teaching Good Behavior and Personal Hygiene to the Retarded Adolescent

Film

Meeting Strangers

Unit XXIIII

Dating: Boy Girl Relationships

Goal

To introduce socialization with the opposite sex as a normal and desirable activity.

Objectives

To know the various ways that a boy and girl can express friendship.
To understand that boy-girl relationships are not necessarily the highest accomplishment of social behavior.
To understand the concept of dating and why people date.
To enable students to understand that sexual feelings or attraction for the opposite sex are normal and to teach appropriate ways of managing them.

Special notes

Some very good topics for discussion are listed in the manual - Social and Sexual Development, pps. 117-120. It should be noted that most of the students will not date in the usual sense, so many of these activities will be done on a limited basis or with a few students.

Suggested activities

Discuss the fact that it is not necessary to have a relationship with a member of the opposite sex in order to have a good time. Many people find enjoyment with their families, friends, etc.

Have students cut out pictures of people having fun together.

Have students cut out pictures and make a collage of various boy-girl relationships. Use this to lead into a discussion of various boy-girl relationships.

Discuss why people date. Discussion topics may include the following:

1. Enjoyment of spending time with the opposite sex
2. Physical attraction
3. Security
4. Social approval
5. Belonging
6. Self-esteem
7. Affection and acceptance
8. Independence

XXIIII - Dating - Boy Girl Relationships

Suggested activities - continued

Discuss how to arrange for a date. Include such topics as looking in a newspaper for places to go, finding out about costs, arranging for transportation, etc. List places in the community where students may go.

Discuss and role play selection of companions.

Role play how to reject or accept a date.

Discuss how to dress for a date, how to act and what to talk about on a date.

Discuss hypothetical problems of dating which could occur. Ask students to solve them.

Discuss feelings for the opposite sex, flirting, arousal and how a student's actions can arouse the opposite sex.

Emphasize that a girl should not allow a boy to do what he wants to her physically in order to have dates. Boys need to understand that they do not have to prove themselves by being aggressive and that if a girl does not wish to become involved physically he should not pursue the matter.

Have a group discussion about sexuality and dating. Some students may not be able to control their sexual impulses as well as others and may not be able to make judgments as to where to stop sex play. Some possible topics for discussion are:

1. Can we kiss?
2. What happens if one of us wants to kiss and the other doesn't?
3. What is petting?
4. How far should we go sexually?

Resources

Books

Love, Sex and Birth Control
Social and Sexual Development

Filmstrip

Teaching Good Behavior and Personal Hygiene to the Retarded Adolescent

Unit XXV

Sexual Relations

Goal

To make students aware of the concept of sexual intercourse, the emotions that lead to it, and the consequences of engaging in it.

Objectives

To teach proper terminology.
To teach alternate methods of sexual satisfaction other than intercourse.
To teach the responsibility for premarital sex and the responsibility of preventing unwanted pregnancy.
To teach good judgment in choosing a sexual partner and to teach control of sexual impulses.
To become aware of the various reasons why people engage in sexual intercourse.

Special notes

Parental permission is required to teach this unit. The topic of sexual relations will probably be taught on a one to one basis or in a small group. It is important for the teacher to be aware of either vague or direct communication clues from the student that would indicate a curiosity or interest in the sexual act. Some clues would be use of foul language or provocative questions such as why do people sleep together, etc. The teacher should keep in mind that this use of provocative or foul language may be the only way a student can express concerns about sexuality. This communication should not be stopped by shocked disapproval. The student can simply learn that there are other more acceptable words to use.

It is important for the teacher to acknowledge his own feelings about sexuality. He and his students represent a wide variety of attitudes and backgrounds. This can only be worked with once the teacher is aware of his own attitudes towards sexuality.

Suggested activities

The teacher must make a decision regarding the extent of these activities. Care must be taken not to push the students. Assessment must be made of individual needs and experiences.

Unit XXV - Sexual Relations

Suggested activities - continued

Present basic terms and ask students if they know other words that mean the same. Use slang words they may share as a point of departure for teaching standard terms.

Discuss myths about sex that students might have such as kissing causes a girl to become pregnant; sexual intercourse right before a girl's period is safe, etc.

Review the unit on Reproduction. Discuss the act of intercourse by stating the act usually starts with some sort of sex play. When both partners are aroused, the male inserts his erect penis into the vagina. The movement of both male and female brings on a climax (orgasm) and the male ejaculates sperm into the woman's vagina.

Discuss what activities lead up to sexual intercourse such as necking and petting. Explain what arousal is.

Discuss reasons why people engage in sexual intercourse. Some reasons are to satisfy sex drives, to express love and affection, procreation, relief of sexual tensions, a desire to please another person, to feel needed.

Discuss the idea that there are many types of activities which are fun that do not involve sex.

Discuss X-rated movies, pornography, and why people become aroused.

Discuss responsibility to other persons and self, including the importance of neither exploiting nor being exploited.

Discuss the consequences of premarital sex such as unwanted pregnancy, venereal disease, feelings of guilt, etc.

Discuss the responsibility to avoid unwanted pregnancy.

Note: The teacher cannot discuss the various methods of birth control. The teacher can, however, explain that there are ways to prevent pregnancy, abstinence, mutual petting, etc. The teacher can explain that children should be a matter of choice and require certain skills and maturity.

Resources

Books

Facts About Sex for Today's Youth

Unit XXV - Sexual Relations

Resources - continued

Books

Love, Sex and Birth Control for the Mentally Retarded
Personal Growth and Human Relations: A Curriculum Guide for Persons with Developmental Disabilities
A Resource Guide in Sex Ed for the Mentally Retarded
Sex Education and the Mentally Retarded, A Community Approach
Social and Sexual Development, A Guide for Teachers of the Handicapped

Filmstrip

Teaching Good Behavior and Personal Hygiene to the Retarded Adolescent

Film

Phoebe: A Story of Premarital Pregnancy

Unit XXVI

Marriage

Goal

To encourage students to look realistically at motives for and expectations of marriage.

Objectives

To make students aware of the various reasons why people marry.
To look into the advantages and disadvantages of marriage.
To make students aware of the emotional implications of living with another person.
To make students aware of the responsibilities they must face when contemplating marriage.
To help students assess their own potential for marriage or remaining single.

Special notes

It is important to mention that a marriage can be very happy without children and that many couples are choosing not to have children.

Suggested activities

Discuss to what extent people have to give up personal freedom and independence once they are married.

Discuss the importance of give and take in a relationship and the importance of understanding personality and personal needs.

Have the class set up and discuss a realistic budget.

Discuss what needs are met through marriage.

Discuss divorce, what it is, the emotional impact of it, and the alternatives to it.

Invite a marriage counselor to discuss some of the typical problems husbands and wives have together.

Have students list or make a collage of pictures of responsibilities of caring for a home and family.

Discuss the responsibilities which accompany the raising of children, including financial, emotional and social.

Unit XXVI - Marriage

Suggested activities - continued

Discuss the reasons why it is important to plan a family.

Discuss places in the community which can help them with problems. Stress the importance of using an agency such as the ARC or Mental Health Department to help them obtain services.

Discuss why they may choose to remain single. Have them assess their own potential for successful marriage.

Resources

Books

Family Living Program Unit 2
Sex Education and the Mentally Retarded
Social and Sexual Development

Unit XXVII

Independent Living

Goal

To inform students of types of living arrangements in addition to home and married life.

Objectives

To discuss types of living situations that are available to adults.
To discuss the realities of the physical and financial arrangements that must be taken into consideration when living independently.

Special notes

Reinforce a positive attitude toward single life since this is the life style that will be pursued by most students.

Suggested activities

There are many activities that can be used to reinforce these discussions. Students can act out, list or picture many of these ideas.

Discuss advantages and disadvantages of living at home.

Discuss group home living and its responsibilities.

Discuss apartment living and its responsibilities.

Invite persons who live in the above situations to discuss their living situations.

Ask students for suggestions on how to spend leisure time. Discuss with them all of the possible ways people spend their leisure time.

Discuss proper ways to budget money and how to save money.

List or picture those skills needed to live in the above situations. Discuss what skills they possess and how they could learn new ones.

Resources

Book

On Your Own

Unit XXVII - Independent Living

Resources - continued

Kits

Deciding For Myself
Reaching the Age of Responsibility

Unit XXVIII

Smoking, Alcohol and Drugs

Goal

To help students become aware of the reasons why people smoke, drink and use drugs, their effects on the human body and the dangers of abuse.

Objectives

To help students acquire facts about cigarettes, alcohol and drugs.
To inform students of the laws surrounding drinking and drugs.
To caution students about the importance of following directions on their medications and to inform them about the dangers of misuse.
To caution students about the dangers of accepting drugs-medications from strangers, friends or family members.

Special notes

A good resource for this unit is Social and Sexual Development pp. 157-189.

Suggested activities

Invite speakers from the American Cancer Society or the Public Health Department to discuss the harmful effects of smoking.

Discuss and demonstrate the effects of smoking on the body.

Look at cigarette advertisements. Discuss what their appeal is.

Discuss smoking in terms of habits and self discipline.

Ask smokers and non-smokers to discuss their feelings about smoking.

Portray by pictures and graphs the cost of smoking in terms of money, cancer risks, athletic stamina and inconvenience to others.

Take students to a smoke filled room. Have them smell ashtrays or clothes that have been left in the room.

Discuss reasons why people smoke and alternate ways to meet these needs.

Discuss what alcohol is and some common misconceptions.

Discuss the most frequent reasons offered for drinking and alternate ways to meet these needs.

Unit XXVIII - Smoking, Alcohol and Drugs

Suggested activities - continued

Discuss how alcohol effects body functions and its psychological effects.

Discuss alcoholism, symptoms and treatment.

Invite speakers from the substance abuse team to discuss alcohol and its effects.

Have students name familiar drugs such as speed, uppers, downers, smack, etc.

Discuss various types of drugs and their effects.

Role play or write a story about how drugs might be introduced to a student.

Discuss reasons why people use illegal drugs.

Discuss addiction to drugs and the effect it has on the person.

Discuss present drug laws or have a member of the local police department come in and speak to the class.

Resources

Book

Social and Sexual Development

Films

David - Profile of a Problem Drinker
I'll Be Seeing You
Narcotics and Kids
Your Amazing Mind

Unit XXVIIII

Venereal Disease

Goal

To teach the meaning of VD and the consequences of contracting it.

Objectives

To teach how one comes in contact with VD.
To teach how to recognize symptoms of VD.
To teach the importance of early identification and treatment.
To teach the various types and symptoms of VD.
To stress the importance of hygiene.

Special notes

This unit is to be taught only with parental permission to individuals or a small group when a need is indicated. Also, it is important to keep in contact with parents during the teaching of this unit.

Reemphasize the idea that each person owns his own body and does not have to submit to another's sexual wishes if he does not desire to do so.

A very good resource for this unit is Social and Sexual Development, p. 153.

Suggested activities

Discuss various symptoms and types of VD. Mention that not all genital infections are VD.

Discuss myths about VD such as being able to contact it from toilet seats.

Discuss and list what students can do if they feel they have contacted VD.

Invite a doctor or public health nurse to come in and talk to the students.

Have an open question and answer session.

Resources

Books

Sex Education and The Mentally Retarded
Social and Sexual Development

Unit XXVIIII - Venereal Disease

Resources - continued

Films (must be previewed first)

One-half Million Teen-Agers
VD Attack Plan
VD Questions - VD Answers

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